Government of
Saskatchewan

Annual Report
2001-2002

Saskatchewan
Post-Secondary Education
and Skills Training

102-07053/

Annual Report
2001-2002

Saskatchewan
Post-Secondary Education
and Skills Training

The annual report of
Saskatchewan
Post-Secondary Education and Skills Training
for the period April 1, 2001 to March 31, 2002

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Letter of Transmittal

March 31, 2002

The Honourable Dr. Lynda M. Haverstock
Lieutenant Governor
Province of Saskatchewan

Your Honour:

I have the honour to present the Annual Report of Saskatchewan Post-Secondary Education and Skills Training for the year ending March 31, 2002. The financial statements included in the report were prepared by the department in accordance with guidelines of the Department of Finance.

Respectfully submitted,

Jim Melenchuk
Minister of Learning

Letter of Transmittal

March 31, 2002

Honourable Jim Melenchuk
Minister of Learning

I have the honour to present the Annual Report of the Department of Post-Secondary Education and Skills Training for the period April 1, 2001 to March 31, 2002.

I am pleased to report significant progress by Post-Secondary Education and Skills Training (PSEST) in the third year as a pilot department developing and implementing a Sector-wide Strategic Plan. The Sector Strategic Plan was developed in collaboration with each of our sector partners. A Sector Steering Committee, including representatives from the universities, SIAST, Regional Colleges, and the Apprenticeship and Trade Certification Commission (ATCC), oversaw the development and refinement of the Sector Strategic Plan. This annual report is organized by the goals and objectives outlined in the June 2001 draft of our collaborative, Sector Strategic Plan, which appear on page 8 and continues to be a "work in progress".

During 2001-02, the department made significant progress in developing detailed performance measures, implementing a risk assessment and risk management framework for the department, and working toward enhanced, performance-based reporting.

Student enrolments generally increased across the post-secondary education and skills training sector. Overall, the post-secondary sector served more than 100,000 students and learners through the two universities, five federated colleges and five affiliated colleges, three Aboriginal institutions, SIAST with four campuses, eight Regional Colleges, Lakeland College, 52 private vocational schools, the Apprenticeship and Trade Certification Commission, employers and industry, and the department.

We worked with the universities to jointly produce and issue *A Progress Report on University Revitalization*. The report documented the progress each university made in addressing the priorities outlined in the *Public Interest and Revitalization of Saskatchewan's Universities* report. It included new and innovative programming, new faculty, an increase in research funding and accelerated efforts to engage the Aboriginal community.

A Memorandum of Understanding was developed for *Campus Saskatchewan* with input from the two universities, SIAST, the Regional Colleges, and First Nations and Métis post-secondary institutions to define its organizational form, governance, membership and priorities.

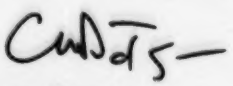
The Centennial Merit Scholarship Program successfully met the budget target of awarding 325 scholarships for post-secondary students. The scholarships recognized high achieving, successful high school students and provided support for first-year education and training at public institutions.

The department developed a multi-year Post-Secondary Sector Aboriginal Education and Training Action Plan to improve the access and success of Aboriginal people in post-secondary education, training and employment. The plan was finalized after consulting with sector partners.

The Canada-Saskatchewan Integrated Student Loan Agreement was negotiated and implemented to provide a one student/one loan integrated approach to student loans. Effective August 1, 2001, students applying for financial assistance had the simplicity of a single loan and better service, as well as improved interest relief and debt reduction benefits.

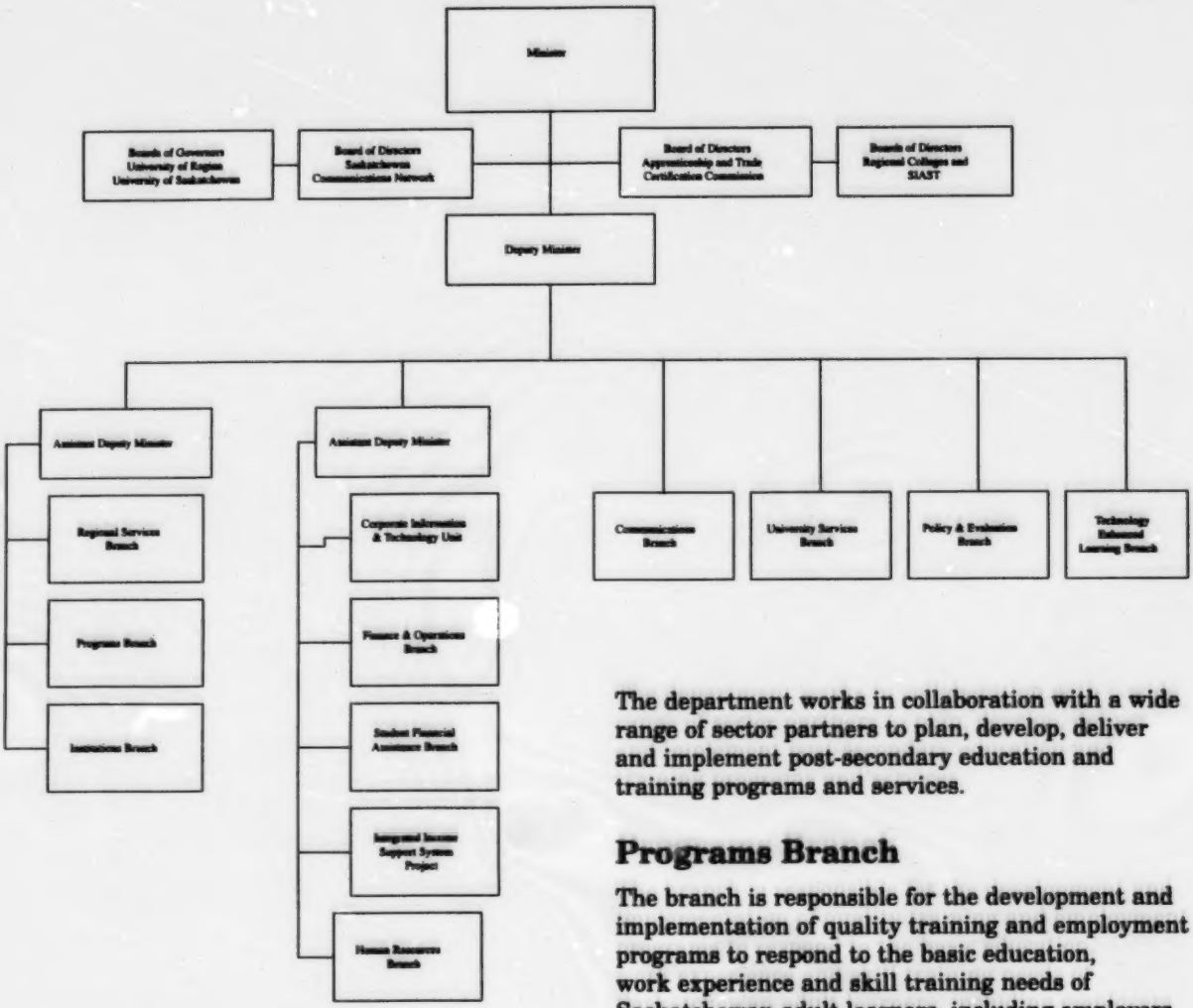
The *SaskNetWork* web site provided all Saskatchewan residents with information on career planning, education and training opportunities. It linked to other national and international sites. During the fiscal year, there were over 4.6 million user sessions on the *SaskNetWork* web site.

In April 2002, as part of a government-wide restructuring, the Department of Post-Secondary Education and Skills Training merged with the Department of Education to create the new Department of Learning. The new department will serve the needs of all Saskatchewan learners.



Craig Dotson
Deputy Minister of Learning

Department Organization — March 2002


Minister
Boards of Governors University of Regina University of Saskatchewan
Board of Directors Saskatchewan Communications Network
Board of Directors Apprenticeship and Trade Certification Commission
Boards of Directors Regional Colleges and SIAST
Deputy Minister
Assistant Deputy Minister
Regional Services Branch
Programs Branch
Institutions Branch
Assistant Deputy Minister
Corporate Information & Technology Unit
Finance & Operations Branch
Student Financial Assistance Branch
Integrated Income Support System Project
Human Resources Branch
Communications Branch
University Services Branch
Policy & Evaluation Branch
Technology Enhanced Learning Branch

The department works in collaboration with a wide range of sector partners to plan, develop, deliver and implement post-secondary education and training programs and services.

Programs Branch

The branch is responsible for the development and implementation of quality training and employment programs to respond to the basic education, work experience and skill training needs of Saskatchewan adult learners, including employers and workers.

Institutions Branch

The branch works collaboratively with SIAST, Regional Colleges, Private Vocational Schools, the Apprenticeship and Trade Certification Commission, Saskatchewan Indian Institute of Technologies (SIIT), and Dumont Technical Institute (DTI) to advance the goals of the department's Sector Strategic Plan.

Regional Services Branch

The branch oversees the development and operation of the provincial network of Canada-Saskatchewan Career and Employment Services. The 20 offices, located throughout the province, work with a variety of key partners to provide an integrated and expanded system of employment services and career planning information for all Saskatchewan residents.

University Services Branch

The branch is responsible for the design, development, implementation, and evaluation of government's strategic involvement with the province's university sector and the Aboriginal institutions, the Saskatchewan Indian Federated College and the Gabriel Dumont Institute, which deliver university programs.

Student Financial Assistance Branch

The branch administers several federal and provincial programs, which provide repayable and non-repayable financial assistance to qualified Saskatchewan residents enroled in approved courses of study.

Policy and Evaluation Branch

The branch provides policy development, strategic planning, research and information, intergovernmental advice and liaison, and evaluation services to support the department's priorities for post-secondary education, skills training and labour market services.

Corporate Information and Technology Branch

The branch manages the development, operation and maintenance of a broad range of information and technology management services, including databases, networks and automated systems, to enable department staff and post-secondary education and training partners to carry out their responsibilities.

Technology Enhanced Learning Branch

The branch is responsible for working with the post-secondary sector and other partners to support the appropriate use of technology, encouraging system-wide collaboration and innovation to encourage new approaches to teaching and learning using technologies.

Human Resources Branch

The branch provides advice, support and leadership in the strategic planning, development and management of department human resources. The branch also provides full human resources services to the Apprenticeship and Trade Certification Commission.

Communications Branch

The branch provides leadership in developing department communications strategies in support of the strategic directions for the post-secondary education and skills training sector in Saskatchewan that reflect government-wide priorities. The branch also provides communications services to the Apprenticeship and Trade Certification Commission.

Finance and Operations Branch

The branch performs a leadership and service role in financial planning and analysis, policy and procedure development, administration, capital and asset planning, and, legislative and contract administration in support of sector-wide programs and priorities.

Integrated Income Support System Project

The project is looking at the department's various income support programs, including program simplification, collection of relevant information, service improvements and communication improvements.

Legislation

The Minister of Post-Secondary Education and Skills Training has responsibility for the following Acts which define the department's authorities and responsibilities:

The Apprenticeship and Trade Certification Act, 1999

The Department of Post-Secondary Education and Skills Training Act, 2000

The Private Vocational Schools Regulation Act, 1995

The Human Resources and Labour Act, S4.01

The Regional Colleges Act

The Registered Music Teachers Act (to be rewritten in 2002)

The Saskatchewan Indian Institute of Technologies Act

The Saskatchewan Institute of Applied Science and Technology Act

The Student Assistance and Student Aid Fund Act, 1985

The University of Regina Act

The University of Saskatchewan Act, 1995

The Post-Secondary Graduate Tax Credit Act

Department Strategic Direction

The department has drafted and continues to refine a multi-year, Sector-wide Strategic Plan. The department's goals and objectives were developed collaboratively with partners and stakeholders through a sector-wide strategic planning process.

The complex relationships between the department, Minister and sector are governed by statutes respecting our education and training institutions and their mandates. Public accountability is governed by statutory requirements and public expectations, with significant differences between education and training institutions and partners. These differences are accommodated and respected through the collaborative, sector-wide planning process.

Vision Statement

Through continuous learning, all Saskatchewan people have the knowledge, skills and abilities to benefit from and contribute to society and the economic prosperity of the province.

Principles

The post-secondary education, training and employment services sector includes (but is not limited to) students and learners; universities; SIAST and Regional Colleges; private vocational schools and trainers; the Apprenticeship and Trade Certification Commission; First Nations and Métis Institutions and organizations; community-based organizations; industry, professional and labour associations; employers; and the Department of Post-Secondary Education and Skills Training.

The sector holds as guiding principles:

The Value of Education: Learning is a good in and of itself.

Quality: All aspects of the sector meet social and individual expectations, meet or exceed recognized professional/technical standards, and compare favourably with other jurisdictions.

Responsiveness: The sector anticipates and reacts in a timely manner to individual, social and economic needs.

Accountability: The sector is accountable to the people of the province for meeting its responsibilities.

Equity: The sector uses inclusive approaches to achieve equitable opportunity and success.

Access: The sector's programs and services maximize access within available resources.

Partnerships: Partners in the sector work collaboratively, recognizing that each partner has different but complementary roles and responsibilities.

Sustainability: The sector is maintained within the available resources through long-term planning, effective management and fiscal responsibility.

Shared Responsibility: All participants involved in the sector have responsibility to contribute to positive outcomes.

How We Work Together

The post-secondary education, training and employment services sector:

- Works together to operationalize articulated values and principles.
- Works formally and informally as a comprehensive, articulated system with system-wide leadership and policy direction from Post-Secondary Education and Skills Training (PSEST) and with responsibility for programs and services distributed among institutions, private vocational schools, community-based organizations, and First Nations and Métis institutions.
- Provides programs and services according to clearly defined roles, minimizing overlap.
- Functions using a broad-based, multi-sectoral approach.

Department Mandate

The department provides leadership and support to the post-secondary education, training and employment services sector as defined by and described in *The Department of Post-Secondary Education and Skills Training Act, 2000.*

Department Goals and Objectives

The 2001-02 annual report describes Post-Secondary Education and Skills Training's goals, objectives and key accomplishments.

The department has consulted with sector partners to develop a Sector Strategic Plan. The multi-year plan will continue to be refined collaboratively as "a work in progress" as part of the larger learning sector and the Department of Learning.

Achieving our Stated Goals and Objectives for 2001-02

This annual report outlines the department's accomplishments related to the goals and objectives for 2001-02.

GOAL 1: The province has high quality post-secondary education, training and employment programs and services.

Objective:

1.1: Ensure an effective learning environment.

1.2: Ensure effective leadership, management and accountability.

1.3: Ensure public and stakeholder awareness of, and confidence in, the sector.

GOAL 2: The sector meets the needs of individuals and communities.

Objective:

2.1: Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities and the economy.

2.2: Increase the participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

2.3: Enhance access to post-secondary programs and services.

2.4: Increase the success of individuals in programs and services.

2.5: Increase the knowledge and skills of the Saskatchewan population.

GOAL 3: The sector meets the needs of employers and industry, and contributes to economic growth.

Objective:

3.1: Contribute to the development and maintenance of a workforce responsive to the economy.

3.2: Increase employer and industry participation in planning and investment in education and training.

3.3: Support the mobility of learners and workers within and outside the province.

GOAL 4: The sector contributes to the discovery, integration and application of knowledge.

Objective:

4.1: Recognize and promote the value of research and development.

4.2: Increase the transfer and commercialization of research and technology to support provincial priorities.

Department Accomplishments, 2001-2002

GOAL 1: The province has high quality post-secondary education, training and employment programs and services.

Objective 1.1: Ensure an effective learning environment.

- 100% of all degree, certificate/diploma, and Red Seal Trades are accredited, or are in the process of being accredited. Accreditation is a process to assess the standards and quality of a program. It uses criteria to evaluate standards of excellence throughout the program, such as curriculum, faculty, facilities, equipment, student services, employer relations, learner progress and retention, graduation rates, and graduate employment. This high level of accreditation demonstrates the degree of quality in sector programs.

- Post-secondary education institutions hired 227 students under the provincially-funded Centennial Summer Student Employment Program to support institutional research and program and service development.

- Developed the Knowledge Corridor Strategic Plan. The Knowledge Corridor provides benefits across the sector, such as shared services and facilities, community recreational opportunities, academic program bridging initiatives, investment in research, economic growth and job creation. This is the first time in Western Canada that a university (U of R), a technical institution (Wascana Campus, SIAST) and a research park (Regina Research Park) have been situated in close enough proximity to form a Knowledge Corridor. The Knowledge Corridor strategic plan will be completed in 2002. It will provide a long-term physical and functional plan that benefits all the stakeholders.

- Completed the transfer of the SIAST Meadow Lake Centre to North West Regional College to better respond to the training needs of rural and northern Saskatchewan.

- Continued to consult with Regional Colleges to select and prioritize capital projects. A Regional Colleges Capital Framework will be developed in 2002-03.

- Continued implementing the Evaluation Policy and Framework including:

  > completing evaluations for: the Construction Careers Development Program, JobStart/Future Skills, Employability Assistance for People with Disabilities (EAPD), and the Labour Market Development Agreement Formative Evaluation;

  > creating the research instruments and evaluating the data to support the Centennial Summer Student Employment Program,

  > starting evaluations for the Canada-Saskatchewan Career and Employment Services/Skills Training Benefit; the Employment Programs, and Older Workers in Agriculture Pilot Project. These evaluations will be completed in 2002-03.

  > developing a Statement of Work with Human Resources Development Canada for the Labour Market Development Agreement Summative Evaluation; and

  > implementing recommendations from evaluations conducted in 2000-2001.

- Encouraged and supported faculty in the use of technology to enhance the quality of programs and instruction. The two universities and SIAST were funded to expand faculty professional development opportunities and to assist with instructional design in technology enhanced learning (TEL). The University of Regina used this support to establish the Centre for Academic Technologies, and SIAST to establish "Greenhouses" at each of its four campuses.

- Developed a five-year Strategic Human Resources Plan, following an extensive environmental scan, to support the Sector Strategic Plan.

Objective 1.2: Ensure effective leadership, management and accountability.

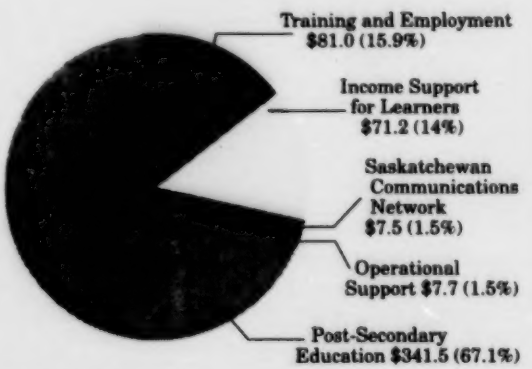
- Made significant progress on implementing the major components of the government-wide Accountability Framework. This included developing detailed performance measures, implementing a risk assessment and risk management framework for the department, and working toward enhanced, performance-based reporting.

- Oversaw public expenditures on post-secondary education, skills training and employment services, totalling $508.9 million for programs, services and operating, including $29.8 million for capital. This funding was allocated to our partners as follows:

  > The universities and their federated and affiliated colleges received $212.3 million in operating grant funding and $27.0 million in capital grant funding.

  > $4.9 million was provided for the contracts with Gabriel Dumont Institute, SUNTEP, NORTEP, and NORPAC.

2001-02 Actual Expenditures
$508.9M


Training and Employment $81.0 (15.9%)
Income Support for Learners $71.2 (14%)
Saskatchewan Communications Network $7.5 (1.5%)
Operational Support $7.7 (1.5%)
Post-Secondary Education $341.5 (67.1%)

Source: Expenditure System

- Work continued with the universities on common core activities, planned diversity, distinctive programming, and collaboration and future challenges.

- Completed negotiations with western provinces on a new Western College of Veterinary Medicine Agreement. The four western provinces will sign the new agreement in 2002-03.

- Oversaw Board member appointments for the two universities. One Board member was re-appointed and two new members were appointed to the University of Saskatchewan Board of Governors. One member was re-appointed to the University of Regina Board of Governors.

- Supported the appointment and orientation of nine Regional College and ATCC Board Members.

- Developed a financial management workshop for Regional Colleges' Boards of Directors.

- Developed *Campus Saskatchewan*, including defining its organizational form, governance, membership and priorities. A Memorandum of Understanding (MOU) for *Campus Saskatchewan* was drafted with input from the partners including the two universities, SIAST, Regional Colleges, and First Nations and Métis post-secondary institutions.

- Increased participation of First Nations and Métis post-secondary institutions in provincial initiatives to expand TEL through new partnerships. The Saskatchewan Indian Federated College, Saskatchewan Indian Institute of Technologies and the Gabriel Dumont Institute/Dumont Technical Institute have joined inter-institutional TEL forums in the post-secondary sector. They received funding to develop on-line courses, programs and learning resources relevant to First Nations and Métis needs.

- The Apprenticeship and Trade Certification Commission (ATCC) developed a Revenue Generation Plan with the support of the Minister. The plan, to be implemented on July 1, 2002, will introduce new or increased fees for employers to register apprentices; tuition for technical training; tradesperson certification; and for examinations and other services. The revenue will be used to purchase additional technical training, and enhance field services, industry standards for occupational analyses, curricula and exams. The new fees will generate 10% of ATCC's total operating funding (approximately $1 million) by 2005.

- Worked closely with Regional Intersectoral Committees (RICs) throughout the province to improve access and the coordination of services to marginalized individuals. This includes initiatives such as the Nutana Project in Saskatoon, and expanding the RIC in Northern Saskatchewan.

- SIAST, ATCC and Regional Colleges made significant progress toward implementing the three elements of the accountability framework — planning, performance management and measures, and reporting. Institutional plans are aligned with the Sector Strategic Plan, including performance measures and reporting.

- Participated in the following key government-wide strategies:

  > Early Childhood Development (family literacy);

  > Building Independence (training and employment supports for low income individuals);

  > Support to the Action Committee on the Rural Economy (training and career services);

  > Provincial Response to the Role of Schools Task Force Report;

  > Partnership for Prosperity (research and development, and training);

  > Northern (forestry, mining and training); and,

  > Métis and Off-Reserve First Nations People.

- Completed a two-year term as the Chair of the Council of Ministers of Education, Canada (CMEC). Provincial/territorial cooperation and Pan-Canadian leadership was established in a number of key areas including:

  > educators' access to Internet resources;

  > transferability of post-secondary credits between colleges and universities and the growing importance of prior-learning recognition;

  > issues of student debt and student financial assistance;

  > on-line learning;

  > the General Agreement in Trades in Services (GATS); and,

  > indirect costs of federally sponsored research at universities.

- A multi-year Sector Strategic Plan was developed and refined in consultation with sector partners, including a process to align the Sector Strategic Plan with institutional business/operational plans.

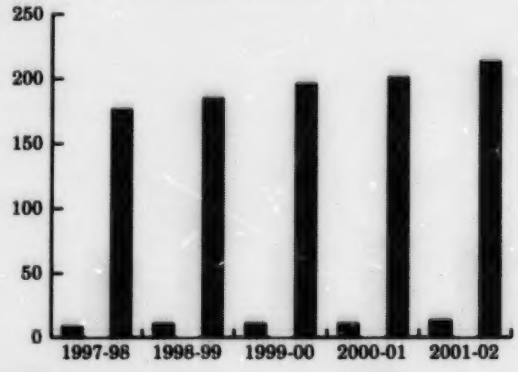
- Strengthened partnerships, information-sharing, and collaboration with all major sector partners through the use of a Sector Steering Committee and Sector Working Group, including an environmental scan (including a review of socio-demographic trends); updating the Accountability Framework; and, developing key indicators, performance measures and benchmarks for 2001-2005.

- The department completed a review of the Student Aid Fund for Treasury Board to make the fund more accountable and transparent. Changes were recommended to directly receive external revenues, such as Canada Study Grant and Canada Millennium Scholarship Foundation Bursary. This money will be reported in the department's revenue and expenditures section of the annual report and the Student Aid Fund Annual Report, rather than just in the Province's Public Accounts. The changes were approved and will be implemented in 2002-03.

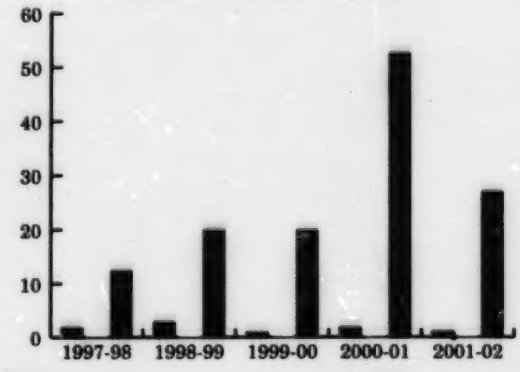
- The department updated the Regional Colleges Accounting and Reporting Manual. Changes included: harmonizing it with the Canadian Institute of Chartered Accountants Handbook, clarifying the audit process, revamping the business plan template and process, ensuring that the accounting structure and the new Student Information System matched, and establishing a process to regularly update the manual.

- Developed a manual on Information Security and Information Technology Acceptable Use for staff who use departmental information systems. The manual was circulated to all staff and staff information sessions were offered.

Operating Grants to Third Parties 1997-98 to 2001-02 ($M's)



Capital Grants to Third Parties 1997-98 to 2001-02 ($M's)



Post-Secondary Education and Skills Training Actual Revenue (in thousands)

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Privileges, Licences and Permits	$ 265	$ 270	$ 235	$ 191	$ 179
Sales, Services and Service Fees	$ 36	$ 43	$ 46	$ 40	$ 40
Receipts from Other Governments	$ 12,174	$ 20,275	$ 52,143	$ 53,645	$ 54,003
Other Revenue	$ 302	$ 1,178	$ 462	$ 1,247	$ 993
TOTAL REVENUES	$ 12,777	$ 21,766	$ 52,886	$ 55,123	$ 55,215

Source: Revenue System

Objective 1.3: Ensure public and stakeholder awareness of, and confidence in, the sector.

- Public satisfaction with the overall quality of the sector has been high as well as relatively stable over the past four years. Securing and maintaining public confidence in the sector's programs and priorities is critical. Public confidence, understanding and support all lend credibility to the sector, and legitimacy to public investment in the sector's programs and services. Eighty-five per cent of Saskatchewan residents thought the quality of training programs in the province were excellent to adequate according to Omnibus polling. See Tables 1 and 2 for polling results.

- Worked with the universities to jointly produce and issue *A Progress Report on University Revitalization*. The report documented the progress each university made in addressing the priorities outlined in the *Public Interest and Revitalization of Saskatchewan's Universities*.

Table 1

Compared to the rest of the country, do you think the post-secondary education and training system in Saskatchewan is better, the same or worse?

	Nov. 1999	Feb. 2000	June 2000	October 2000	April 2001	Dec. 2001
Better and/or the same	70.5%	72%	73%	73.4%	69.4%	65%
Worse	14.7%	17%	14%	12.1%	19.8%	15%
Unsure/didn't comment	14.8%	11%	13%	14.5%	10.8%	20%

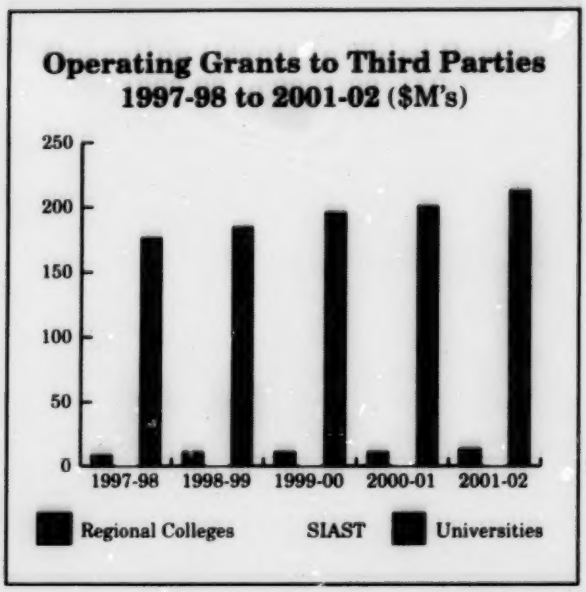
Table 2

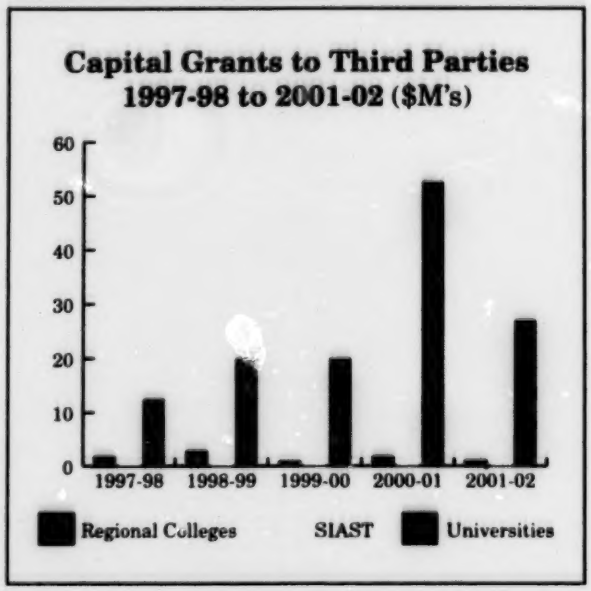
Do you think the quality of Saskatchewan's post-secondary education and training system is generally excellent, good, poor or very poor?

	Nov. 1999	Feb. 2000	June 2000	October 2000	April 2001	Dec. 2001
Excellent/Good	52.2%	50%	51%	49.3%	77%	58%
Adequate	29.5%	33%	31%	36%	No response	27%
Poor/Very poor	8.1%	9%	8%	6.5%	14.5%	15%
Unsure/didn't comment	10.2%	8%	10%	7.1%	8.5%	No response

- The department updated the Regional Colleges Accounting and Reporting Manual. Changes included: harmonizing it with the Canadian Institute of Chartered Accountants Handbook, clarifying the audit process, revamping the business plan template and process, ensuring that the accounting structure and the new Student Information System matched, and establishing a process to regularly update the manual.

- Developed a manual on Information Security and Information Technology Acceptable Use for staff who use departmental information systems. The manual was circulated to all staff and staff information sessions were offered.





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Source: Revenue System

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- Public satisfaction with the overall quality of the sector has been high as well as relatively stable over the past four years. Securing and maintaining public confidence in the sector's programs and priorities is critical. Public confidence, understanding and support all lend credibility to the sector, and legitimacy to public investment in the sector's programs and services. Eighty-five per cent of Saskatchewan residents thought the quality of training programs in the province were excellent to adequate according to Omnibus polling. See Tables 1 and 2 for polling results.
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GOAL 2: The sector meets the needs of individuals and communities.

Objective 2.1: Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities and the economy.

- Enrolments have generally increased across the sector. Overall, the post-secondary sector serves more than 100,000 students and learners through the two universities, five federated colleges and five affiliated colleges, three Aboriginal institutions, SIAST with four campuses, eight Regional Colleges, Lakeland College, 52 private vocational schools, the Apprenticeship and Trade Certification Commission, employers and industry, and the department. The chart on the following page reflects enrolments by credentials and delivery.
- The department worked with community-based organizations (CBOs) to ensure the appropriate supports for multi-barriered individuals who require specially-focused career and employment services. The goal was to help them attach to, and remain in, the Saskatchewan labour market. The department provided approximately $5 million in contract funding to CBOs to deliver career and employment services to approximately 4,500 multi-barriered individuals. These contracts were awarded through a new Community-Based Organization Funding Framework. Sixteen contracts were multi-year arrangements.
- Almost 24,300 individuals received services through the Canada-Saskatchewan Career and Employment Services offices. These services ranged from assistance to prepare a resumé or search for a job to development of a career action plan. Of the total individuals served, over 17,000 were new clients.
- Throughout the year, about 345,000 people used *SaskNetWork* for career, employment and labour market information, and almost 12,000 people accessed this information through the Career Information Hotline.
- Worked with the universities to complete implementation of the university funding mechanism. This involved developing a proposal for addressing the College of Medicine and the Western College of Veterinary Medicine in the funding mechanism. It also dealt with undertaking and completing work on health science revenue sources, research activity and tuition fee relationships. This represented the end of a three-year implementation and phase-in. Future funding to the universities will now be determined using the funding mechanism.
- Reviewed funding approaches with institutions.
- Completed a net asset retention policy for accumulated surplus or reserves for the Regional Colleges. The policy requires colleges to specify how they will handle their reserves to support education and training delivery.
- The JobStart/Future Skills evaluation was released in May 2001. Results showed the program met the needs of both employers and individuals. About 88% of participants were employed after completing the program. After training, one in three people reported a wage increase. Eighty-six per cent of the employers were satisfied with the program and 89% said they would use it again.
- Lead processes with the post-secondary institutions to develop collaborative plans and priorities for on-line content development, faculty professional development and support in the use of technologies, and services for learners. A total of 72 projects were approved to put courses and programs on-line in several fields of study such as arts and science, health sciences, education, business administration and computer science.
- Worked with the Department of Agriculture and Food to jointly facilitate discussions with industry, SIAST, Regional Colleges, the University of Saskatchewan and other trainers on the future needs of the agriculture sector.

Institutional Enrolments

- Received and assessed Private Vocational School registration data for 52 schools offering 335 programs.

Vocational Training full-time enrolments	3,990

- Received and assess Regional Colleges enrolment data:

Category	Number of Enrolments
Vocational/technical, basic education, university courses and programs	17,574
Community and individual development courses	16,094
Total	33,668

- Received and analyzed enrolment data from the University of Saskatchewan and University of Regina:

Institution	Full-time	Part-time	Degrees/Certificates/ Diplomas issued
University of Regina	8,790	3,137	1,881
University of Saskatchewan	15,012	3,481	3,614
Total of both universities	23,802	6,618	5,495

- Collected SIAST enrolment data as follows, 2000-01:

Program	Full-time*	Part-time**	Course Registrations***
Certificate/Diploma (on campus)	5,033	573	
Apprenticeship			2,776
Adult Basic Education	2,210	201	
Extension	1,216	749	28,394
JobStart/Future Skills	546	112	4,618
Full-time equivalent			10,433.4

***Full-time Student:** A registered student who is actively pursuing a minimum of 18 hours per week (60% of 30 hours per week), or 60% of the standard performance rate for competency-based programs. Except for apprenticeship and applied certificate, the minimum program duration is 12 weeks.

****Part-time Student:** A registered student who is actively pursuing less than 18 hours per week, or less than 60% of the standard performance rate for competency-based programs.

*****Course Registrations:** Registrations in individual courses by students not specifically registered in a Certificate or Diploma program.

- SIAST Graduates/Programs/Courses offered, 2000-01:

Categories	Total
Number of Diploma Graduates	818
Number of Certificate Graduates	2,826
Total Number of Graduates	3,644
Number of Diploma/Post Diploma Certificates offered	50
Number of Certificate/Advanced Certificate/Applied Certificate offered	136
Number of Apprenticeship Programs/Course offered	27
Number of Transcripts offered	8

- Apprenticeship and Trade Certification Commission, 2000-01:

Categories		Total
Registered Apprentices:	as of June 30, 2001	5,306
	apprentices served from July 1, 2000 to June 30, 2001	6,615
Designated Trades		46
Apprentices Receiving Technical Training		2,855
Trade Experience Assessments completed		14,500
Journeyperson Certificates Issued		950
Apprentices Receiving Skills Training Benefit		1,720

Objective 2.2: Increase the participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

- Significant successes were made to increase the participation rate of Aboriginal people within SIAST programs. For example, the participation rate of Aboriginal people at SIAST has more than doubled in the past 10 years and the employment rate of Aboriginal graduates at SIAST is over 80%. Participation and graduation levels of other underrepresented groups at SIAST have remained relatively stable. Other institutions are refining their data collection and anticipate reporting on application and graduation rates for under-represented groups in the near future. Despite these successes, a gap still remains between the total population and underrepresented groups.

SIAST July 1, 2000 to June 30, 2001:

Aboriginal Enrolments	17.5%
Aboriginal Graduates	11.7%
Aboriginal Employment	81%
Women Enrolments	45%
Women Graduates	52%
Women Employment	95%
Persons with Disabilities Enrolments	4.5%
Persons with Disabilities Graduates	3.3%
Persons with Disabilities Employment	91%

ATCC July 1, 2000 to June 30, 2001:

Aboriginal Enrolments	7.2%
Journeyperson (graduates)	1%

Aboriginal Participation in Programs and Services April 1, 2001 to March 31, 2002:

Basic Education	54%
JobStart/Future Skills	19%
MultiParty Training Plan	83%
Employment Programs	39.7%

- The department partnered with the Regina Public School Board and SIAST Wascana Campus to hire a Job Developer to help people with disabilities make the transition from school to work. Funding was provided through the Employability Assistance for People with Disabilities (EAPD) program.
- The Northern Health Science Access Program was established in Prince Albert in September 2001. Twenty-seven Aboriginal students were registered. Work continued on the development of a Memorandum of Understanding among the three academic partners — SIAST, University of Saskatchewan, and Saskatchewan Indian Federated College — to offer the Northern Nursing Access Program beginning in September 2002.
- An initial round of negotiations was concluded on a new agreement for Gabriel Dumont Institute (GDI), Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Dumont Technical Institute (DTI).
- Developed a multi-year Post-Secondary Sector Aboriginal Education and Training Action Plan to improve the access and success of Aboriginal people in post-secondary education, training and employment. Discussions and consultations with sector partners were completed and the plan was finalized.
- The department, in cooperation with Social Services and Human Resources Development Canada, undertook an independent evaluation of the EAPD program and the Long-Term Employment Initiative (LTEI). The evaluation results indicated the programs met the needs of people with disabilities as well as their employers.
- The department provided the Saskatchewan Apprenticeship and Trade Certification Commission with $400,000 to increase Aboriginal participation and success in apprenticeship by 80-100 opportunities. The Commission approved eight projects providing 102 new Aboriginal apprentice opportunities. The Commission will develop a long-term Aboriginal Apprenticeship Human Resource Strategy with a promotion, marketing and awareness plan in 2002-03.

- A departmental workforce audit and employee focus groups were undertaken as part of the Aboriginal Employment Development Program (AEDP). Results of the workforce audit was provided to the Department of Intergovernmental and Aboriginal Affairs to help Aboriginal youth identify potential employment and career opportunities within the public service now and in the future. The focus groups provided data for the departments on topics such as diversity, employment equity, hiring practices, recognition and awareness of AEDP.

- The Employment Equity and Diversity Committee (EEDC) developed a five-year work plan to increase opportunities for members of designated groups. The department exceeded its recruitment goal by 225%. Nearly 59% of all appointments were filled by qualified equity group members. The plan focused on education, awareness, recruitment, retention, and learning and development.

Employment and Training Programs – Participation Rates by Designated Groups, 2001-2002

	Male	Female	People with Disabilities	Visible Minorities	Youth (Under 25)	Aboriginal	EI Active / Reachback	SAR[1]
Basic Education	39.0%	61.0%	6.0%	4.0%	36.0%	54.0%	26%	70.0%
JobStart/Future Skills								
Workbased Training for the Unemployed	59.6%	40.1%	2.2%	1.4%	49.0%	11.9%	28%	13.2%
Institutional Quick Response	58.0%	42.0%	2.0%	2.0%	33.0%	25.5%	40.2%	29.0%
Employment Programs								
Work Placement	59.3%	40.7%	9.1%	1.4%	26.2%	34.2%	76.0%*	24.0%
Community Works	55.3%	44.7%	7.5%	2.6%	24.7%	43.4%	68.6%*	30.1%
Bridging	43.0%	57.0%	9.4%	3.7%	28.5%	49.4%	40.8%*	53.2%
Self Employment	58.5%	41.5%	6.3%	1.2%	5.5%	10.9%	97.0%*	3.0%
Employability Assistance Program for People with Disabilities	55.4%	44.6%	100%	1.4%	30.1%	11.7%	3.7%	22.5%
Forestry (Based on 2000-2001 Statistics)	94.0%	6.0%	N/A	N/A	33% (Under 30)	83.0%	N/A	N/A

*A percentage of participants within the EI Active/Reachback category may also be SAR .

[1] Social Assistance Recipient

Objective 2.3: Enhance access to post-secondary programs and services.

- Student debt levels have been largely stable or have declined slightly since 1999-2000. Education and training are a good investment, despite the cost. Evidence clearly shows that the higher an individual's level of education, the higher her/his income and ability to find employment. Approximately 40% of post-secondary students apply for student loans and most repay their loans. Interest relief and debt reduction/forgiveness measures have been augmented under the new integrated student loan framework. In 2000-01 there were 4,613 borrowers who received $631,516 in interest and repayment relief.

  Student loan assistance for the 2001-02 fiscal year is as follows:

Type of Loan	Number of Students	Amount Received
Saskatchewan Student Loans	16,271	$59,258,709
Canada Student Loans	16,366	$72,101,006
Total		$131,359,715

- In 2001-02 debt reduction benefits of $38,844,756 were applied to federal/provincial student loans to reduce student debt as follows:

Type	Number of Students	Amount
Saskatchewan Student Bursaries	9,703	$19,018,159
Canada Study Grants	3,000	4,139,584
Saskatchewan Study Grants	1,955	3,855,976
Loan Remission	867	1,857,041
Loan Forgiveness for courses which started prior to August 1, 1998	52	195,496
Canada Millennium Scholarship Foundation in the third year of this ten-year program	3,519	9,778,500

- The Canada-Saskatchewan Integrated Student Loan Agreement was negotiated and implemented to provide a one student/one loan integrated approach to student loans. Effective August 1, 2001, students applying for financial assistance had the simplicity of a single loan and better service, as well as improved interest relief and debt reduction benefits. The average individual student debt of the combined loan program was $13,582.

- Tuition levels in Saskatchewan are comparable to other jurisdictions. University tuition fees in Saskatchewan are: higher than those in Manitoba; below those in Alberta; and higher than those in British Columbia where tuition fees were frozen for five years.

  1st Year Arts and Science Tuition Comparisons 2001-02:

Saskatchewan Average	$3,683
University of Manitoba	$3,000
University of Alberta	$3,890
University of Calgary	$3,976

- A strategy was developed and implemented to collect student loans, which pre-dated the lender-financed program.

- The Centennial Merit Scholarship Program successfully met the budget target of awarding 325 scholarships for post-secondary students. The scholarships recognized high achieving, successful high school students and provided support for first-year education and training at public institutions. In the first year of the program, 257 scholarships were awarded to university students, 49 to SIAST students, and 19 to Regional Colleges students.

- A new computer system, called the Integrated Income Support System (IISS), was under development. It is designed to link information from five income support programs — Saskatchewan and Canada Student Loans, Provincial Training Allowance, Skills Training Benefit, Apprenticeship Training Allowance and Employability Assistance for People with Disabilities. The system will enable student loan applications over the Internet. Completion is expected in December 2003.

- Utility allowances paid to students receiving the Provincial Training Allowance (PTA) were increased September 1, 2001 after SaskEnergy and SaskPower utility rates increased. These students also received an increase in transportation allowance to make it consistent with the cost of a monthly bus pass in Regina and Saskatoon. Approximately 5,000 PTA clients received a total of $22,401,678.

- Approximately 3,000 Skills Training Benefit (STB) clients received $10,799,258.

- A Student Information System was developed in August 2001 to help Regional Colleges serve students better. The system provides the capability to enrol, register, and track attendance and academic records. It is being piloted in seven of the eight colleges. In March 2002, a second pilot project was completed to allow students to register for courses over the Internet. It is being pilot tested at Parkland Regional College. In November 2001, a management reporting system was also developed and implemented using Discoverer software.

- Support services for learners to use technology to enrol in on-line post-secondary courses and programs was enhanced. The Regional Colleges established eight pilot projects to test ways to support rural and northern students, such as providing access to computers and high speed Internet. A Learner Support Services Task Team was formed, with representation from the two universities, SIAST, and Regional Colleges to establish a coordinated provincial approach in urban, rural and northern areas.

Objective 2.4: Increase the success of individuals in programs and services.

- Each year, the sector produces more graduates from across the range of programs. Increases to the total number of graduates will increase the educational attainment of the Saskatchewan population.

- Follow up surveys from employers of the JobStart/Future Skills program indicated that 87% of participants that completed Workbased Training for the Unemployed were still working 60-90 days after the training was completed. Seventy-eight per cent were with the same employer and 9% were with a different employer.

- Of students contacted to date, Regional Colleges and SIAST reported that 57% of graduates/ completers of Institutional Quick Response training programs were employed 60-90 days after graduation. An additional 8% went on to further training.

- Of participants who completed the Employment Programs, 42.4% were employed immediately after program completion and 5.4% went on to further training.

- Public training institutions reported that 64% of their total full-time enrolments in basic education programs completed their courses in 2000-01. Of this group, 72.5% went on to further training or gained employment. (Follow-up surveys for 2001-02 will not be available until December 2002).

- Based on the academic year of July 1, 2000 to June 30, 2001, the graduation/completion rate of participants in the forestry sector training plan was 86%.

- The Saskatchewan Older Workers in Agriculture pilot project assisted farmers (aged 55-64) to diversify their farming operation, find off-farm employment or access training opportunities. This is a two-year project cost-shared between the Government of Canada and the Government of Saskatchewan. This year, 19 farmers were accepted and participated in the program, for a total expenditure of $169,000.

- 9,463 Graduate Tax Credit (GTC) Certificates were printed and sent out for the 2001 tax year to post-secondary graduates up until March 6, 2002.

Program Placements / Expenditures, 2001-2002

	Projects	Placements	Expenditures
Basic Education			
Basic Education	N/A	4,966	$12.134M
Literacy	N/A	1,900	$1.011M
General Education Development	N/A	2,382 (Individuals Tested)	N/A
JobStart/Future Skills			
Workbased Training for the Unemployed	340 projects	1,341	$3.354M
Institutional Quick Response	182 programs	1,721	$10.205M
Sector Partnerships	8 projects	N/A	$0.328M
Regional Planning Partnerships	9 projects	N/A	$0.272M
Employment Programs			
Work Placement	589	880	$2.070M
Community Works	398	943	$3.205M
Bridging	307	1,961	$3.249M
Self Employment	35	347	$0.828M
EAPD	N/A	1,385	$5.009M
Forestry (Based on 2000-2001 Statistics)	N/A	220	$0.889M

- Saskatchewan residents had access to career and employment counseling to assist them in setting and reaching career goals, and to receive guidance on decisions related to training and employment. During the fiscal year, 10,229 requests for counseling were received. Other services that were also provided included resume writing, job search and group counseling.
- Evaluated Canada-Saskatchewan Career and Employment Services (CSCES) including services to employers. This included defining and developing a framework, which identified the range of employer services to be provided by the regional offices. One of the services developed was the *SaskWork* Guide for *SaskNetWork*. The on-line career resource is an interactive guide to teach work seekers how to use the Internet to look for work, complete an electronic resume, and prepare a portfolio.
- The *SaskNetWork* web site provided all Saskatchewan residents with information on career planning, education and training opportunities. It linked to other national and international sites. During the fiscal year, there were 4,614,649 user sessions on the *SaskNetWork* website.
- The Career Information Hotline provided Saskatchewan residents with telephone access to information on careers, employment, education and training. There were a total of 11,958 callers during the year. Staff distributed 88,618 career resources to Saskatchewan high schools, post-secondary institutions and community-based organizations.
- Through collaborative efforts with other departments and organizations, CSCES successfully implemented initiatives to secure employment for youth-at-risk and low-income individuals.

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Objective 2.5: Increase the knowledge and skills of the Saskatchewan population.

- Educational attainment levels have increased for all credentials and age cohorts. For the age group 25+, the percentage of individuals with some post-secondary education has increased from 39% to 49.8% in the past 10 years. This is a 28% increase in 10 years, or roughly 2.8% per year. However, there is a significant gap between the educational attainment of the total Saskatchewan population and the Aboriginal population according to 1996 Census Data.

Educational attainment of the Saskatchewan population age 15+, 2001:

High School Graduate	21.0%
Certificate/Diploma	27.4%
University Degree	11.2%

Educational Attainment of the Saskatchewan Aboriginal population 15+, 1996*:

High School Graduate	6.4%
Certificate/Diploma	11.1%
University Degree	3.9%

**Data not available for 2001 at time of report.*

- Participated in the Organization for Economic Cooperation and Development (OECD) Study of lifelong learning. The *OECD In Country Report on Canada* was completed. A presentation was made at an International Conference on Adult Learning in Korea in December about Canadian Adult Education.

- The Government believes literacy is a foundation for people to participate fully in society, and is committed to promote and develop a highly literate and skilled workforce. A draft Provincial Literacy Strategy was completed, including visions, goals, objectives and actions. Consultation with stakeholders for feedback will continue in 2002-03.

- A new 2002 General Education Development (GED) test series was implemented on January 1, 2002. The GED tests were updated because the needs of the workforce have changed. The new tests incorporate content from new knowledge/skills areas, such as technology. The new tests also improve the reliability and credibility of the "GED equivalency credential" because they include the most up-to-date curriculum standards and standardized assessment practices. In 2001-02, a total of 2,382 individuals were tested with 1,546 individuals receiving diplomas.

- The development of the Basic Education Redesign was advanced. A vision, principles, goals and objectives were drafted and discussed with stakeholders. Curriculum development will proceed in 2002-03.

- Continued with academic program bridging initiatives between the U of R and SIAST through a Memorandum of Understanding. The bridging initiatives improve accessibility and increase mobility between degree and non-degree programs. 2001-02 initiatives included:

  > A joint degree with SIAST Kelsey Campus leading to a Bachelor of Science in Chemical Technology; and

  > A joint degree Computer Information Systems at SIAST Palliser Campus leading to a Bachelor of Computer Science at the U of R.

GOAL 3: The sector meets the needs of employers and industry, and contributes to economic growth.

Objective 3.1: Contribute to the development and maintenance of a workforce responsive to the economy.

- Employment rates by level of education have remained relatively stable since 1990. Individuals with a certificate, diploma or university degree remain the most likely to be employed. There was a slight decline for 2001, although Saskatchewan employment rates are still ahead of the national average. This reflects the important relationship between training and education and employment. Not only has education been established as a key factor in gaining employment, this relationship is becoming stronger over time in the new knowledge-based economy.

Employment rate by education attainment of the Saskatchewan working age population 15+, 2001:

High School	72.0%
Some post-secondary education	65.3%
Certificate/Diploma	73.6%
Degree	79.6%

Employer Satisfaction

> 89% of employers surveyed were very satisfied or satisfied with SIAST graduates

> 86% of employers surveyed were satisfied with the JobStart/Future Skills program

> 59% of employers reported that under the Labour Market Development Agreement (LMDA), provincial programs and services met or exceeded their expectations

- The Education and Labour Market Planning and Information Strategy was completed and endorsed by the Sector Strategic Plan Steering Committee. The strategy provides a model to support more systematic, comprehensive and coordinated education and labour market planning and labour market information (LMI) processes across the sector. The strategy will provide the basis to develop a joint LMI Strategy with Human Resources Development Canada, Saskatchewan Region in 2002-03.

- The *Overview of the Saskatchewan Economy and Labour Market* provides a synopsis of economic, demographic, educational and labour market trends in Saskatchewan. The document was distributed to post-secondary institutions and organizations, provincial government departments and crown corporations to support their planning processes.

- The Saskatchewan Employment Demand (SED) Forecast 2001 was developed to provide industry and occupational employment projections for a five-year period (2000-2005). The SED Forecast is an internal planning tool to help develop policies and plan activities within government and the post-secondary sector. Copies were distributed to provincial government departments, crown corporations, and post-secondary institutions.

- Reviewed the Regional Colleges needs assessment plans and used the information to complete a report on the capacity and demand of the post-secondary education and skills training system.

Objective 3.2: Increase employer and industry participation in planning and investment in education and training.

- Employers are involved in planning through a number of forums at all sector institutions. Their input helps improve the responsiveness of programs to the labour market.

Number of employer or industry representatives participating in:

SIAST Advisory Councils 759

Trade Boards 247

Sector Partnerships . . . . . 38 projects since 1997

- Employers continued to benefit from using the provincial job order/job matching system, *SaskJobs*. Of the 13,288 job orders posted during the reporting year, 2,405 of these job orders were posted directly by employers. Job postings were also available to individuals over the telephone. The *SaskJobs* Integrated Voice Response telephone system received over 58,000 calls during the fiscal year.

- Regional Services Branch worked closely with a broad spectrum of partners, including employers, to establish planning forums across the province. The Regional Planning Partnerships Program encouraged employers and other partners to invest time and energy to identify local labour market needs, and to develop strategic plans to address work force priorities.

- The department served as a member on the newly formed Academic Health Sciences Network. The network worked to create an environment of excellence among its partners where the education of health professionals, health research, and the provision of health services are complementary activities enhanced through interdependent relationships. The other members were the University of Saskatchewan, Saskatoon District Health, Regina Health District and Saskatchewan Health.

- A Memorandum of Understanding (MOU) called Northern Neighbours was signed. It is a partnership to prepare and link the labour force of northern Saskatchewan to jobs in the oil sands sector — one of Canada's largest energy developments.

- Numerous stakeholders signed the Forest Sector MOU in June 2001. The MOU formalizes a partnership for human resource planning that will address forestry sector employment and training opportunities.

- The Sector Partnerships Program, in partnership with Saskatchewan Health, funded a project to provide a labour market study on the Saskatchewan home care/special care aide workforce. The labour market analysis of this sector will provide industry, government, training providers and key stakeholders with a better understanding of their human resource and training needs. The Sector Partnership Program also worked with Saskatchewan Health to provide a labour market study of the mental health workforce in Saskatchewan.

- The Sector Partnership Program provided funding to assist the cattle feeding and the agriculture production industries to examine both their current and future human resource and training needs.

- Initiated the development of a framework to identify the range of employer services to be provided by the department's regional Canada-Saskatchewan Career and Employment Services offices.

Objective 3.3: Support the mobility of learners and workers within and outside the province.

- The department worked with national and provincial regulatory bodies through the Forum of Labour Market Ministers to achieve compliance with Chapter 7 of the Agreement on Internal Trade (AIT). Under the Agreement, workers in over three-quarters of the 51 occupations that are regulated in more than one jurisdiction in Canada can now have their qualifications recognized more readily across the country. This represents almost 97% of workers in these 51 occupations.

- The Labour Mobility Coordinating Group prepared a Report on Implementations of the Labour Mobility Chapter of the AIT on July 1, 2001, and released it later in the year. The report indicated that all trades regulated in Saskatchewan complied. In July 2001, approximately 39 of the 42 regulated occupations in Saskatchewan met their labour mobility obligations or were well on the way to doing so. The remaining three have issues to be resolved and are working with the Labour Mobility Coordinating Group to address them.

- Prior Learning Assessment and Recognition (PLAR) and credit transfer numbers increased significantly at SIAST. The sector continued to work toward building greater capacity to provide PLAR services. The Apprenticeship and Trade Certification Commission used PLAR to evaluate: workplace experience; out of province/country credentials; technical training courses from other provinces/countries; industry courses; and related work place experience and/or credentials.

SIAST PLAR 2000-01 (% over 1999-2000):

Applicants ..... 357 (+59%)

Successful Course Requests..... 790 (+97%)

Credit Transfers 1,103

University Credit Transfer 2000-01:

Total number of students receiving credit transfers 4,293

- Started discussions for a provincial credit transfer policy. Preliminary discussions began with registrars at SIAST, the U of R, the U of S, the Saskatchewan Indian Federated College, and the Saskatchewan Indian Institute of Technologies. They supported the concept in principle for an electronic credit transfer guide. Work will continue on this initiative in 2002-03.

GOAL 4: The sector contributes to the discovery, integration and application of knowledge.

Objective 4.1: Recognize and promote the value of research and development.

- Research and development expenditures at universities are increasing. Saskatchewan's universities have a pivotal role in performing and/or directing approximately half the research and development conducted in the province. Both the private sector and provincial government rely heavily on university research capabilities.
- Direct expenditures allocated to research and development at the universities, both basic and applied, from international, federal, and provincial sources was $110.4 million for 2001-02.
- Prepared a provincial research and development strategy with the Department of Economic and Cooperative Development. The guidelines were circulated across government and the report was discussed with the universities.
- Completed the results of the pilot study on the research component of the Funding Mechanism.
- A report was developed about the contribution of universities to research and support a knowledge society. The report was presented to CMEC.
- The department contributed information to CMEC to develop a report entitled *Briefing Paper on the Indirect Costs of University Research*. The report was part of the Public Expectations Project dealing with the role of the universities in research and their contribution to the knowledge society. This report was tabled with the universities. It also supported the federal government's 2001 initiative of private funding for the indirect costs of research.

Objective 4.2: Increase the transfer and commercialization of research and technology to support provincial priorities.

- The commercialization of research and technology had significant and growing impact on the economy. Saskatchewan's two research parks are estimated to contribute $390 million to the provincial economy. The research parks employ 2,800 people directly, and another 3,100 indirectly. The parks have created 35 spin-off companies, which are estimated to employ almost 1,400 people. Since its inception, University of Saskatchewan Technologies Inc., the University's technology transfer company, has filed more than 40 patents, 16 licensed technologies, and 37 invention disclosures.

Total cumulative number of spin-off companies and the resulting numbers of jobs:

Spin-off Companies	35
Jobs	1,400
Patents	40
Invention disclosures	37